

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Armour School District
Accountability Review - Monitoring Report 2012-2013**

Team Members: Diane Reyelts, Team Leader and Donna Huber, Educational Specialist

Dates of On Site Visit: January 15, 2013

Date of Report: February 12, 2013

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act’
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (2) A statement of measurable annual goals, including academic and functional goals, designed to: (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and (b) Meet each of the student's other educational needs that result from the student's disability.
- (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student,

Corrective Action:

Through a review of student files, the team determined two students did not have a goal in each area of eligibility. Services in all areas of eligibility were not documented in three student files. Without goals and/or services in each area of identified need, the students’ programs were not designed to provide educational benefit based on the identified disability. Furthermore, the configuration of services was not clearly defined in two files.

Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
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<p>Student File # 1: This student was reported on child count under the category of 525-Specific Learning Disability due to deficits in basic reading, reading fluency, and written expression. The student did not have a goal or services to address the reading fluency needs.</p> <p>Student File # 2: This student was reported on child count under the category 560-Autism. Fine motor deficits were noted in the present levels of performance based on the most recent evaluation. The student did not have a goal or services to address the fine motor needs. In addition, services were not divided by each skill area affected by the disability. (i.e., math calculations, math problem solving, reading comprehension)</p> <p>Student File #3: The student was reported on child count under the category 555-Other Health Impaired due to ADHD. The student had needs and goals but no special education services in the area of behavior. Additionally, the student's services were not divided by each skill area affected by the disability. (i.e., math calculations, math problem solving)</p>	<p>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</p> <p>Activity/Procedure:</p> <p>1. The IEP team must meet and amend each student's IEP to include a goal and/or special education services in every area of eligibility. The description of services for student #s 2 and 3 must also be amended to reflect each skill area affected by the disability is addressed.</p>	<p>The district will collect and submit to SEP the following data:</p> <ul style="list-style-type: none"> - The district must submit an IEP amendment and prior written notice summarizing the changes for student #s 1, 2, 3 	<p>Upon successful completion of Prong 1, the district will collect and submit to SEP the following data for one student whose annual review occurred since the on-site review:</p> <ul style="list-style-type: none"> - Current IEP - Previous year's IEP - All evaluation reports from most recent evaluation - Eligibility determination document from most recent evaluation
		<p>Timeline for Completion: 45 days from the date of this report</p>	<p>Timeline for Completion: Within one year of this report date</p>

Prong 1: Data submitted will be used to verify correction of each individual case of noncompliance.
<p>Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>.</p> <p>Verification of correctly implemented policy/procedure/practice identified in Prong 1.</p>
Date - Status Report:

State Performance Plan – Performance Indicators

Indicator 1 – Graduation Rate

Percent of youth with IEP's graduating from high school with a regular diploma.

State Target: 84%

District %: 100%

District Response: The teachers include the high school students in the general education classes. Armour school is part of the Innovative Lab Schools, which lets special education students participate more and be more involved in their learning through more hands-on activities. It opens up more career exploration and causes them to want to stay in school. Armour has also incorporated Senior Venture projects for the past four years, as well as, Teachers as Advisors, which guides students to explore career options.

Indicator 5 – Placement of Children Age 6-21

Percent of children with IEPs aged 6 through 21:

C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

State Target: 3.8% or lower

District %: 6.67%

District Response: Armour had one out of 15 students placed at Life Quest. The district placed him at Life Quest aware that he could have graduated based on academics. However, he had not met his transition goals, including the ability to live independently. Based on that, the team determined that he would continue to receive services but moved the services to Life Quest, which was successful in making progress toward his transition goals and he received his diploma upon aging out this past summer.